

Highfield Level 2 End-Point Assessment for ST0258 Supply Chain Operator

End-Point Assessment Kit



© 2019 Highfield Awarding Body for Compliance Limited

Pathway:

Removals Operative

Highfield Level 2 End-Point Assessment for ST0258 Supply Chain Operator: Removals Operative Pathway

EPA Kit

Contents

Please click on the headings below to navigate to the associated section of the EPA kit.

Introduction	5
The Highfield approach	8
Gateway	9
The Supply Chain Operator Apprenticeship Standard: Removals Operative pathway	11
Assessment summary	24
Assessing the knowledge and behaviours test	26
Assessing the practical assessment	31

How to use this EPA kit

Welcome to the Highfield end-point assessment kit for the Level 2 Supply Chain Operator Apprenticeship Standard: Removals Operative pathway.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 2 Supply Chain Operator Apprenticeship Standard: Removals Operative pathway. Highfield internally quality assure all end-point assessments in accordance with its IQA process. Additionally, all end-point assessments are externally quality assured by the relevant EQA organisation.

This kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful as a starting point.

Highfield also offers the Highfield Supply Chain Operator Apprenti-kit that is a comprehensive learning resource which is designed to be used on-programme.

For more information, please go to the Highfield Products website. Please note that the use of this kit is not a prerequisite for apprentices undertaking the Supply Chain Operator: Removals Operative pathway end-point assessment.

Key facts

Apprenticeship standard:	Supply Chain Operator: Removals Operative pathway
Level:	2
On Programme Duration:	Minimum of 12 months
End-Point Assessment Window:	1-2 days
Grading:	Pass/Distinction
End-Point Assessment methods:	Knowledge and behaviours test, practical assessment

In this kit, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

Introduction

Standard overview

This apprenticeship provides the foundation knowledge, skills and experience for the role of supply chain operator: removals operative within occupational areas in the supply chain and logistics industry.

Supply chain operators are primarily responsible for managing the movement of goods for a variety of customers across all sectors and as such their customer base will range from large global organisations to sole traders and private customers in local areas, depending on their organisation. They may be required to work in shifts, for example overnight or working on weekends and some (depending on the nature of their organisation) may be required to work internationally in Europe or at worldwide destinations. They will work in one or more of a variety of subsectors, including shipping, removals, import/export, freight, hazardous goods and food.

Supply chain operators communicate and come into contact with a wide range of people and customers and have a passion to meet customers' expectations by providing a quality service that encourages repeat business, showing drive and energy even when challenges arise. Individuals in this role are highly competent in using industry-recognised systems and associated services within their industry sector and can work under pressure to tight deadlines, with excellent time management skills. They are proactive and meet agreed commitments and expectations, taking responsibility for their own actions and doing the right thing.

Removals operative: the preparation for and performance of packing/unpacking and moving household, office and other furniture as well as goods and equipment into or out of new premises or storage or the preparation for transit (both domestically and internationally). Removals operatives often prepare and travel with the removal truck and long-distance moves may involve nights away from home. Moving furniture involves a lot of walking, bending and lifting and is hard physical work.

On-programme requirements

Although learning, development and on-programme assessment is flexible and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Level 2 Supply Chain Operator Apprenticeship Standard: Removals Operative pathway.

Apprentices will be required to demonstrate continuous and sustained progress towards the end-point assessment, by completing work as set out by their employer, demonstrating the knowledge and skills required in the relevant role.

The on-programme aspect of the apprenticeship is expected to take a minimum of 12 months to complete and should include specific milestones to ensure that the apprentice continues to make good progress towards their end-point assessment. Therefore, we recommend quarterly milestone meetings with the training provider, employer and apprentice to check progress against the standard and for everyone to give feedback.

The milestone meetings could take the form of an interview or professional conversation to help develop the apprentice's communication and employability skills. We also recommend that apprentices compile a portfolio of evidence to help them keep a record of their progress. The maintenance of a portfolio of evidence is important to support the apprentice, on-programme assessor and employer in monitoring the progress of learning and development and to determine when the apprentice has achieved full competence in their job role and is ready for an end-point assessment. This period of learning and associated assessments must be complete before the end-point assessment can take place.

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment.

Use of Artificial Intelligence (AI) in the EPA

Where AI has been used as part of the apprentice's day-to-day work and forms part of a project report, presentation, or artefact, it should be referenced as such within the work. AI must not be used to produce the report or portfolio.

Where AI has been used as part of a portfolio that underpins an interview or professional discussion or any other assessment method, it should be fully referenced within the portfolio.

Additional, relevant on-programme qualification

There are no mandatory qualifications for apprentices for this standard. Employers may wish to choose the Highfield Level 2 Certificate in Supply Chain Operations (RQF) to help structure the on-programme delivery.

Readiness for end-point assessment

In order for an apprentice to be ready for the end-point assessments:

- they must have achieved level 1 English and maths; it is also recommended that the apprentice is digitally literate where this is important to their role.
- the employer must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the gateway readiness report.
- the apprentice and the employer should engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a 1-2 day end-point assessment window. Further information about the gateway process is covered later in this kit.

If you have any queries regarding the gateway requirements, please contact your EPA customer engagement manager at Highfield Assessment.

Order of end-point assessments

There is no stipulated order of assessment methods. This will be discussed with the apprentice, training provider and/or employer with our scheduling team when scheduling the assessments to ensure that the learner is provided with the best opportunity to attempt the assessment.

[Click here to return to contents](#)

The Highfield approach

This section describes the approach Highfield has adopted in the development of this end-point assessment, in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

Documents used in developing this end-point assessment

Supply Chain Operator Standard: Removals Operative pathway (2016)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/supply-chain-operator/>

End-Point Assessment Plan (November 2018 ST0258/AP02)

https://www.instituteforapprenticeships.org/media/2417/st0258_supply-chain-operator_updated-epa_nov-18.pdf

Specific considerations

All of the evidence criteria used within this end-point assessment have been taken directly from the supply chain warehouse operative standard: assessment plan, Appendix 1.

Knowledge and behaviours test – the assessment plan does not stipulate the number of questions to be included within the knowledge and behaviours test. Highfield has developed tests whereby the number of questions may vary per paper (however there will always be 30 marks available per paper). The pass mark is 70% (at least 21 out of 30) and a distinction will be awarded to apprentices who achieve 90% (at least 27 out of 30). These have been set in line with the grading section within the assessment plan rather than the distinction grading descriptors.

Practical assessment – the assessment plan states that to pass this assessment apprentices will need to demonstrate full competence across the skills in the standard. Therefore, Highfield has stipulated that in order to pass the apprentice must meet 100% of the pass criteria.

[Click here to return to contents](#)

Gateway

How to prepare for gateway

After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- recordings
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have:

- achieved level 1 English
- achieved level 1 maths

Apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

The gateway meeting

The gateway meeting should last around 1 hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business). During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training.

The **gateway readiness report**: should be used to log the outcomes of the meeting and should be agreed by all 3 parties. This report is available to download from the Highfield Assessment website. The report should then be submitted to Highfield to initiate the end-point assessment process. If you require any support completing the gateway readiness report, please contact your EPA Customers Engagement Manager at Highfield Assessment.

Please note: a copy of the standard should be available to all attendees during the gateway meeting.

Reasonable adjustments and special considerations

Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments Policy for further information/guidance.

ID requirements

All employers are required to ensure that each apprentice has their identification with them on the day of assessment so the end-point assessor/Highfield Assessment can check that the person undertaking the assessment is indeed the person they are claiming to be.

Highfield Assessment will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, travel card, etc.

[Click here to return to contents](#)

The Supply Chain Operator Apprenticeship Standard: Removals Operative pathway

The following pages contain the Level 2 Supply Chain Operator Apprenticeship Standard: Removals Operative pathway and the assessment criteria in a format that is suitable for delivery.

Supply chain operator - core criteria		
Knowledge	Skills	Behaviour
<p>How to communicate effectively with customers/colleagues (including those working remotely, third-party carriers, agencies and other organisations) appropriately in line with situation and organisational style/culture.</p> <p>Structure of the industry, the methods and modes of transport, the roles available within the sector in general and in relation to their own career aspirations.</p> <p>Importance of delivering excellent customer service to customers and colleagues, including identifying customer/colleague needs and responding appropriately in line with situation and organisational style/culture.</p>	<p>Establish a good rapport with customers/colleagues; promote the values of the organisation in all of their work; identify and respond to or report threats to their organisation's reputation where relevant.</p> <p>Communicate effectively (using a variety of appropriate methods such as face to face, telephone, email etc.) with customers and colleagues in line with organisational standards; identify and match customer needs through provision of excellent customer service; work closely with suppliers and customers to ensure any problems, damages or anomalies are corrected.</p>	<p>Demonstrate integrity, credibility, honesty and personal drive in every aspect of their role; consistently embody the organisation's values to promote and enhance brand reputation; strive to meet organisational objectives at all times and demonstrate a belief in the services that the organisation offers.</p> <p>Take ownership and responsibility for their own safety and that of others at all times; do the right thing and report any issues or concerns to a relevant person.</p> <p>Pay attention to the safe and effective use of equipment and machinery when carrying out activities.</p> <p>Take ownership for own performance and training, including demonstrating a keen interest in the industry; proactively drive their ongoing learning and development, and make recommendations for improvement where relevant.</p>

<p>Vision, objectives and brand of the organisation; the importance of organisation reputation and what can affect it; how their own performance can contribute to organisational success and support or impact on others.</p> <p>Proposed and actual changes to systems, processes and technology used in the industry, particularly relating to own role; how to keep up to date with any changes in the systems, processes and technology that affect their role.</p> <p>How their role can affect their health and the need to maintain a level of fitness appropriate to the needs of their role.</p>	<p>Demonstrate safe moving and handling of different objects, both manually and using relevant equipment; work individually and as part of a team to safely move and handle objects.</p> <p>Work well in a team; support colleagues and contribute to achieving objectives or goals.</p> <p>Seek to review, update and implement improvements to own method of working; positively take on board, and act on, feedback where relevant.</p> <p>Adapt to new technology and accept the need for change.</p> <p>Work under pressure and to agreed deadlines.</p>	<p>Strive to achieve the best results in all they do; maintain a positive attitude and approach to their work even when priorities and working patterns change.</p> <p>Demonstrate a commitment to achieving all personal and organisational objectives e.g. completing work, timekeeping, personal appearance and dress code.</p> <p>Show personal commitment to minimising the effect of work activities on the environment; make recommendations for improvement where relevant.</p> <p>Embrace the use of relevant technology, systems and equipment – use it responsibly and take an interest in new developments that could support the organisation.</p> <p>Take a positive interest in others and show a genuine interest in meeting the needs of others.</p> <p>Demonstrate an approachable and friendly manner; use own initiative when needed to ensure that customer needs and expectations are met.</p> <p>Demonstrate pride in their own role through a consistently positive, professional approach with customers and members of wider team; constructively manage difficult situations with colleagues, always</p>
--	---	---

		striving to achieve the best outcome for the organisation and wider team.
Knowledge and behaviours test		
<p>CK1 Understand how to communicate effectively with colleagues</p> <p>CK2 Understand the structure of the supply chain industry</p> <p>CK3 Understand opportunities in relation to their own career aspirations</p> <p>CK4 Understand their own organisation</p> <p>CK5 Understand the impact of individual performance</p> <p>CK6 Understand proposed and actual changes to systems, processes and technology</p> <p>CK7 Understand how their role can affect their health</p> <p>CB1 Be able to demonstrate integrity, credibility and honesty</p> <p>CB2 Be able to strive for the best results in all they do and maintain a positive attitude</p> <p>CB3 Be able to show a commitment to achieving all personal and organisational objectives</p> <p>CB4 Be able to show a genuine interest in meeting the needs of others</p>		
Practical assessment		
<p>CS1 Be able to deliver excellent customer service</p> <p>CS2 Be able to communicate effectively with customers and colleagues in line with organisational standards</p> <p>CS3 Be able to demonstrate safe moving and handling of different objects</p> <p>CS4 Be able to work effectively in a team</p> <p>CS5 Be able to adapt to new technology</p>		
Amplification and guidance		
<ul style="list-style-type: none"> • Communicate: <ul style="list-style-type: none"> ○ different types of colleagues who could include remote workers, third party carriers, agencies and others 		

- different methods of communication (verbal, non-verbal) could include telephone, email, video conferencing, delivery paperwork/scanner/e-pens, that could be to both colleagues and customers
- using organisational style/culture for communicating which may include preferred wording/language, guidance on formatting of emails/correspondence, timescales for responses - there may be guidance for internal and external communications
- **Structure:**
 - supplier/customer list
 - supply chain chart (where their supply chain starts and ends: raw materials – customers)
- **Career:**
 - understand what career opportunities and routes of progression are available within your department, organisation and sector for personal development and goals
- **Organisation:**
 - policies and procedures (grievance/sickness/absence)
 - organisational chart/tree
 - standard operating procedures (SOPs)
- **Performance:**
 - this is understanding how your performance can:
 - contribute to organisational success
 - impact colleagues both positively and negatively
 - support others within the organisation
 - meeting KPIs/targets
 - individual/team targets/appraisals/one-to-ones/reviews
- **Health:**
 - the need for maintaining a level of fitness appropriate to the needs of their role – lifting, handling, carrying
- **Changes:**
 - consider change and how it can affect roles within an organisation:
 - health and safety legislation

- driving legislation
- GDPR
- other legislation (IT security/general security)
- organisational requirements
- international law
- **Integrity, credibility and honesty:**
 - following all procedures relevant to their organisation/role:
 - security (i.e. missing stock, breach in the warehouse)
 - health and safety i.e. reporting accident, near misses, misuse of equipment
 - punctuality, absenteeism
 - providing consistent excellent customer service and communication
 - willing to undertake overtime, additional training which may not be required for the role, updating CPD, knowing all products and industry changes
 - embracing changes to the organisation/industry, supporting management and new members of staff
- **Customer service:**
 - helping customers efficiently, in a friendly manner
 - meeting/exceeding customers' expectations in a timely manner
 - resolving problems as effectively as possible
 - dealing with complaints
 - using customer service language
 - responding within organisations timescales/policy
- **Positive attitude:**
 - to remain when priorities and work patterns change, when dealing with challenging customers and conflict management
- **Organisational objectives:**
 - include short and medium goals, can include company policies and objectives
- **Adapt:**
 - this may include:

- training period
- planning and implementing and a focus on the benefits, different recording methods and communication using feedback
- **Needs:**
 - could include being helpful, friendly and maintaining a positive attitude

Removals operative criteria	
Knowledge	Skills
<p>How to plan jobs, and the importance of re-planning or amending jobs when customer needs or circumstances change, for example jobs being delayed, house sales falling through.</p> <p>What to consider when selecting packing materials appropriate to the job, for example items being moved (size, fragile/non-fragile items, prohibited/restricted items), current and final destinations (storage, retail, domestic or international) and type of job (import/export, household, libraries, commercial).</p> <p>How to prepare and use packing materials efficiently to reduce waste, costs to the organisation and environmental impact; understand the consequences of not using or disposing of these correctly.</p> <p>Moving, handling and packing processes for items such as: fragile items (for example mirrors, windows, paintings, antiques); non-fragile items; furniture and other large objects (for example pianos,</p>	<p>Plan and re-plan accordingly when customer needs or circumstances change.</p> <p>Select, prepare and use materials appropriate to the job efficiently and in a way which reduces waste, costs and environmental impact; taking into consideration the item(s) to be moved, their current and final destinations.</p> <p>Follow appropriate processes for moving, handling and packing/unpacking items; move household, office and other furniture, goods and equipment into or out of new premises, storage or preparation for transit, both domestically and internationally.</p> <p>Use equipment and machinery safely; follow instructions and organisational policy in a safe and efficient manner to carry out work activities.</p> <p>Prepare relevant documentation, inventories and labelling for removals jobs.</p>

<p>clocks, barometers, machinery) into or out of new premises, storage or preparation for transit, both domestically and internationally.</p> <p>Moving, handling and packing processes for dealing with restricted or prohibited items (for example drugs, weapons, new goods, protected species).</p> <p>Safe use of equipment and machinery (such as manual handling equipment, vehicle and delivery systems) including where to find further information such as instructions or guidance; understands consequences of using them incorrectly.</p> <p>The need for, and how to prepare relevant documentation, inventories and labelling for removals jobs, for example time sheet, job sheet, waybill, bingo sheet, risk assessment, scope of works, customer feedback forms, insurance forms, quotation/acceptance.</p> <p>The need for and how to prepare documentation and records relating to restricted or prohibited items.</p> <p>Processes for loading and unloading items into vehicles; containers; LCL, crates and lift vans; crates and boxes.</p> <p>How to dismantle and/or reassemble furniture as required, including the use of appropriate tools and equipment where relevant.</p>	<p>Safely and efficiently load and unload items into and from (as appropriate to role) vehicles, containers, LCL, crates and lift vans, crates and boxes; use appropriate manual handling equipment or machinery where necessary.</p> <p>Safely and efficiently dismantle and/or reassemble furniture as required, including safe and efficient use of tools and equipment where relevant.</p> <p>Fully comply with current appropriate rules and regulation relating to the moving and handling of items; maintain the health, safety and security of people at all times.</p> <p>Use basic IT systems appropriately and in line with organisational requirements, for example using emails and the internet; bar coding systems; records, checks and maintains data appropriate to the task.</p>
---	--

Relevant and current regulation and legislation (including international where relevant to role) relating to the moving and handling of items, for example health and safety, country-specific prohibition or restrictions for moving certain items in or out, restrictions on goods relating to air freight and terrorism issues; and the individual and organisational consequences of not adhering to these.

The changing consumer landscape, including changes to consumer protection and rights.

Basic IT applications and other relevant technology and systems, such as traffic monitoring, vehicle systems, payments, map reading, data recording fleet tracking and other related systems.

Other systems and processes relevant to their subsector (such as freight forwarding, data input, payments, international trade, and removal processes) which facilitate an effective and efficient service to customers.

Knowledge and behaviours test

- RK1 Understand how to plan jobs
- RK2 Understand what to consider when selecting and using **packing materials**
- RK3 Understand how to prepare and use **packing materials** efficiently
- RK4 Understand moving, handling and packing processes
- RK5 Understand how to use **equipment and machinery** safely
- RK6 Understand how to prepare **documentation** for removals jobs
- RK7 Understand processes for loading and unloading
- RK8 Understand how to dismantle and/or reassemble furniture
- RK9 Understand relevant and current **regulation and legislation** relating to the moving and handling of items
- RK10 Understand the changing consumer landscape
- RK11 Understand basic **IT** applications and relevant technology and systems

Practical assessment

- RS1 Be able to **plan and re-plan** for a commercial removal job
- RS2 Be able to select, prepare and use materials efficiently
- RS3 Be able to move and handle items safely
- RS4 Be able to use machinery and equipment safely
- RS5 Be able to prepare **documentation** for removals jobs
- RS6 Be able to load and unload items safely and efficiently
- RS7 Be able to dismantle and/or reassemble furniture safely and efficiently
- RS8 Be able to use basic **IT** systems

Amplification and guidance

- **Packing materials:**
 - dependent on:
 - current and final destinations for example storage, retail, domestic, international; and what is being moved for example size, fragile or non-fragile items and prohibited or restricted items
 - packing materials:

- shrink wrap cardboard, pallets, boxes, crates, bags, bubble wrap, polystyrene, packing paper, blankets (for furniture), packing tape and foam wrap (electronics)
- benefits and consequences of using above materials:
 - costs (reduction or additional)
 - environmental impact
 - reusable packing materials/recycling
- type of items to be removed:
 - fragile items include mirrors, windows, paintings, antiques as well as non-fragile items including furniture and other large items
 - hazardous items
 - perishable
 - valuables (jewellery, personal items)
- **Equipment and machinery**
 - Vehicles/MHE:
 - lorries (LGV)
 - vans
 - forklift trucks (FLT)
 - hand pallet trucks
 - sack barrows
 - equipment accessories (slings, buckles, hoists and straps)
 - receptacles:
 - containers
 - full container load (FLC)/less than container load (LCL)
 - crates and lift vans
- **Documentation:**
 - ensure that all documentation is prepared, suitable and ready to use for each job
 - documentation can include:

- inventories
- labelling
- risk assessments/safe systems of work/standard operating procedures
- scope of works
- customer feedback forms
- insurance forms
- quotation/acceptance
- timesheet
- job sheet
- waybill
- import/export documentation
- customs and excise
- declarations
- scheduling plan
- **Regulation and legislation** could include:
 - Manual Handling Operations Regulations
 - Health and Safety at Work etc. Act
 - The Road Transport (Working Time) (Amendment) Regulations
 - Controls of Substances Hazardous to Health (COSHH)
 - Management of Health and Safety at Work Act (risk assessments)
 - Provision and Use of Work Equipment Regulations (PUWER)
 - Lifting Operations and Lifting Equipment Regulations (LOLER)
 - Bill of lading
 - insurance
 - ensure adequate training and supervision
- **IT applications and systems** can include:

- Traffic management system (TMS)
- bespoke software
- vehicle systems (engine management system)
- satellite navigation/GPS
- data input
- removal processes
- vehicle tracking systems
- goods tracking system i.e. barcoding systems, handheld scanners
- communication systems
- maintaining data appropriate to the task
- emails
- internet
- **Plan and re-plan:**
 - re-planning due to:
 - customer needs
 - collection or delivery times
 - changes in circumstances such as delays
 - changes to addresses
 - changes to routes
 - changes in job priorities
 - changes to vehicles

Distinction criteria

Practical assessment

D1 Go **above and beyond** what is expected of their role, for example, demonstration of particularly fast, efficient and new ways of working and improved ways of working

D2 Demonstrate **originality** in the consistent, effective application of technical processes, resources, techniques and materials

D3 Complete tasks independently to a level that far exceeds the minimum standard with few or no errors

D4 Select and use appropriate skills and processes, **justifying their choices**

D5 Be able to challenge where appropriate and identify solutions rather than just problems or issues.

Amplification and guidance

- **Above and beyond:**
 - the ability to deal with less straight-forward situations or problems and implement new ways of working, e.g.:
 - use own initiative
 - proactively using technology
 - adhering to schedules
 - demonstrates a positive approach: ensuring best results are achieved and ensuring efficient response times
 - shows wider awareness of the job role and implications of their actions
 - proactively assisting colleagues
- **Originality:**
 - the ability to complete tasks using resources available and justify choices using their own initiative
- **Justifying their choices:**
 - explaining why they've come to that decision

[Click here to return to contents](#)

Assessment summary

The end-point assessment for the Level 2 Supply Chain Operator Apprenticeship Standard: Removals Operative pathway is made up of 2 components that can be taken in any order, however, we strongly recommend the following:

1. 1-hour knowledge and behaviours test consisting of structured, short-answer and scenario-based questions worth a total of 30 marks
2. 1-hour practical assessment

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit, which will be used to determine a grade for each individual component. An overview of how each component is graded is provided below.

Knowledge and behaviours test

Total marks available are 30.

- To achieve a **pass**, apprentices must achieve 70% which equates to a score of at least 21 out of 30
- To achieve a **distinction**, apprentices must achieve 90% which equates to a score of at least 27 out of 30
- **Unsuccessful** apprentices will have scored 20 or below

The knowledge and behaviours test may be delivered online or be paper-based and should be taken in a 'controlled' environment.

Practical assessment

Apprentices will be marked against the pass and distinction criteria outlined later in this kit.

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria **and** all of the distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

Grading

The grade will be made up from the 2 end-point assessment methods: the knowledge and behaviours test and the practical assessment. Both elements are equally weighted towards the final grade. The overall grade for the apprentice is determined using the matrix below:

Knowledge and behaviours test	Practical assessment	<i>Overall outcome</i>
Pass	Pass	<i>Pass</i>
Pass	Distinction	<i>Pass</i>
Distinction	Pass	<i>Pass</i>
Distinction	Distinction	<i>Distinction</i>

Retake and resit information

If an apprentice fails an end-point assessment method, it is the decision of the employer, provider and apprentice as to whether to attempt a resit or retake. If a **resit** is chosen, please call the Highfield scheduling team to arrange the resit. If a **retake** is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

When undertaking a resit or retake, the assessment method(s) will need to be reattempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. The EPA Report will contain feedback on areas for development and resit or retake guidance.

Apprentices who achieve a pass grade cannot resit or retake the EPA to achieve a higher grade.

[Click here to return to contents](#)

Assessing the knowledge and behaviours test

The following areas of the supply chain operator apprenticeship standard: removals operative pathway will be assessed by a 1-hour test consisting of short-answer and scenario-based questions (SAQs). The number of questions may vary per paper, but there will always be a total of 30 marks available per paper. The **pass** mark being 70% (at least 21 out of 30) and the **distinction** mark being 90% (at least 27 out of 30).

The knowledge and behaviours test may be delivered online or be paper-based and should be in a 'controlled' environment.

The topics covered within the knowledge and behaviours test are listed below.

- Supply Chain Operator - Core
- Removals Operative

In each paper, questions will cover each of the areas above, however not every aspect of every area will be covered in every test.

Before the assessment

The employer/training provider should:

- brief the apprentice on the areas that will be assessed by the knowledge and behaviours test.
- set the apprentice a mock knowledge and behaviours test in readiness for end-point assessment. A mock knowledge and behaviours test is available to download from the Highfield Assessment website and is also available on the Highfield mock e-assessment system

Knowledge and behaviours test criteria

Supply chain operator - core criteria	
<p>How to communicate effectively with customers/colleagues (including those working remotely, third-party carriers, agencies and other organisations) appropriately in line with situation and organisational style/culture.</p> <p>Structure of the industry, the methods and modes of transport, the roles available within the sector in general and in relation to their own career aspirations.</p> <p>Importance of delivering excellent customer service to customers and colleagues, including identifying customer/colleague needs and responding appropriately in line with situation and organisational style/culture.</p> <p>Vision, objectives and brand of the organisation; the importance of organisation reputation and what can affect it; how their own performance can contribute to organisational success and support or impact on others.</p> <p>Proposed and actual changes to systems, processes and technology used in the industry, particularly relating to own role; how to keep up to date with any changes in the systems, processes and technology that affect their role.</p> <p>How their role can affect their health and the need to maintain a level of fitness appropriate to the needs of their role.</p>	<p>CK1: Understand how to communicate effectively with colleagues</p> <p>CK2: Understand the structure of the supply chain industry</p> <p>CK3: Understand opportunities in relation to their own career aspirations</p> <p>CK4: Understand their own organisation</p> <p>CK5: Understand the impact of individual performance</p> <p>CK6: Understand proposed and actual changes to systems, processes and technology</p> <p>CK7: Understand how their role can affect their health</p>
<p>Demonstrate integrity, credibility, honesty and personal drive in every aspect of their role; consistently embody the organisation's values to promote and enhance brand reputation; strive to meet organisational objectives at all times and demonstrate a belief in the services that the organisation offers.</p>	<p>CB1: Be able to demonstrate integrity, credibility and honesty</p> <p>CB2: Be able to strive for the best results in all they do and maintain a positive attitude</p> <p>CB3: Be able to show a commitment to achieving all personal and organisational objectives</p>

Supply chain operator - core criteria

Take ownership and responsibility for their own safety and that of others at all times; do the right thing and report any issues or concerns to a relevant person.

Pay attention to the safe and effective use of equipment and machinery when carrying out activities.

Take ownership for own performance and training, including demonstrating a keen interest in the industry; proactively drive their ongoing learning and development, and make recommendations for improvement where relevant.

Strive to achieve the best results in all they do; maintain a positive attitude and approach to their work even when priorities and working patterns change.

Demonstrate a commitment to achieving all personal and organisational objectives e.g. completing work, timekeeping, personal appearance and dress code.

Show personal commitment to minimising the effect of work activities on the environment; make recommendations for improvement where relevant.

Embrace the use of relevant technology, systems and equipment – use it responsibly and take an interest in new developments that could support the organisation.

Take a positive interest in others and show a genuine interest in meeting the needs of others.

Demonstrate an approachable and friendly manner; use own initiative when needed to ensure that customer needs and expectations are met.

CB4: Be able to show a genuine interest in meeting the **needs** of others

Supply chain operator - core criteria

Demonstrate pride in their own role through a consistently positive, professional approach with customers and members of wider team; constructively manage difficult situations with colleagues, always striving to achieve the best outcome for the organisation and wider team.

Removals Operative Criteria

How to plan jobs, and the importance of re-planning or amending jobs when customer needs or circumstances change, for example jobs being delayed, house sales falling through.

What to consider when selecting packing materials appropriate to the job, for example items being moved (size, fragile/non-fragile items, prohibited/restricted items), current and final destinations (storage, retail, domestic or international) and type of job (import/export, household, libraries, commercial).

How to prepare and use packing materials efficiently to reduce waste, costs to the organisation and environmental impact; understand the consequences of not using or disposing of these correctly.

Moving, handling and packing processes for items such as: fragile items (for example mirrors, windows, paintings, antiques); non-fragile items; furniture and other large objects (for example pianos, clocks, barometers, machinery) into or out of new premises, storage or preparation for transit, both domestically and internationally.

Moving, handling and packing processes for dealing with restricted or prohibited items (for example drugs, weapons, new goods, protected species).

Safe use of equipment and machinery (such as manual handling equipment, vehicle and

- RK1:** Understand how to plan jobs
- RK2:** Understand what to consider when selecting and using **packing materials**
- RK3:** Understand how to prepare and use **packing materials** efficiently
- RK4:** Understand moving, handling and packing processes
- RK5:** Understand how to use **equipment and machinery** safely
- RK6:** Understand how to prepare **documentation** for removals jobs
- RK7:** Understand processes for loading and unloading
- RK8:** Understand how to dismantle and /or reassemble furniture
- RK9:** Understand relevant and current **regulation and legislation** relating to the moving and handling of items
- RK10:** Understand the changing consumer landscape
- RK11:** Understand basic **IT** applications and relevant technology and systems

delivery systems) including where to find further information such as instructions or guidance; understands consequences of using them incorrectly.

The need for, and how to prepare relevant documentation, inventories and labelling for removals jobs, for example time sheet, job sheet, waybill, bingo sheet, risk assessment, scope of works, customer feedback forms, insurance forms, quotation / acceptance.

The need for and how to prepare documentation and records relating to restricted or prohibited items.

Processes for loading and unloading items into vehicles; containers; LCL, crates and lift vans; crates and boxes.

How to dismantle and/or reassemble furniture as required, including the use of appropriate tools and equipment where relevant.

Relevant and current regulation and legislation (including international where relevant to role) relating to the moving and handling of items, for example health and safety, country-specific prohibition or restrictions for moving certain items in or out, restrictions on goods relating to air freight and terrorism issues; and the individual and organisational consequences of not adhering to these.

The changing consumer landscape, including changes to consumer protection and rights.

Basic IT applications and other relevant technology and systems, such as traffic monitoring, vehicle systems, payments, map reading, data recording fleet tracking and other related systems.

Other systems and processes relevant to their subsector (such as freight forwarding, data

input, payments, international trade, and removal processes) which facilitate an effective and efficient service to customers.	
--	--

[Click here to return to contents](#)

Assessing the practical assessment

The end-point assessment plan states that the practical assessment should be approximately 1 hour, will be pre-planned and scheduled at a time when the apprentice will be in their normal place of work, to enable the assessor to observe the apprentice carrying out their everyday tasks. The assessor will use an observation check list and mark scheme to make sure all learning outcomes have been met.

For some a simulated scenario may be more appropriate. In this situation the apprentice will be given a task or job sheet as they would on a normal given day and a situation created in either the workplace or assessment centre, whereby the apprentices can demonstrate all required skills of the role. This, along with questioning or prompts by the assessor, can also be used to collect any evidence they haven't been able to demonstrate over the course of the assessment, so no apprentices are disadvantaged by the nuances of their job role. The assessor may use questions or prompts with each apprentice to make sure the apprentice can react to changing or unexpected situations.

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Practical Assessment Criteria')

- To achieve a **pass**, apprentices must achieve all of the pass criteria
- To achieve a **distinction**, apprentices must achieve all of the pass criteria and all of the distinction criteria
- **Unsuccessful** apprentices will not have achieved all of the pass criteria

Before the assessment:

Employers/training providers should plan a relevant practical assessment activity, or series of activities, that provide the apprentice with the opportunity to demonstrate each of the required standards outlined in the following pages. The practical assessment activities should provide the apprentice with opportunities to:

- deliver excellent customer service
- communicate with customer and colleagues
- demonstrate safe moving and handling
- work effectively in a team
- adapt to new technology
- plan/re-plan jobs
- select, prepare and use materials
- move and handle items
- use machinery and equipment
- prepare documentation
- load and unload items
- dismantle/reassemble furniture
- use basic IT systems

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- brief the apprentice on the activities to be carried out and the duration of the assessment (a minimum of 1 hour)
- ensure the apprentice knows which criteria will be assessed
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience in preparation for their assessment

Aim for a distinction

In order for the apprentice to give themselves the best chance of achieving a distinction, they should prepare as best they can by making sure they sell themselves to the assessor. The apprentice needs to demonstrate going 'over and above' in their role, for example, showing their ability to deal with less straightforward situations or problems and proactivity and originality.

The assessor may ask questions or prompts to explore why the apprentice has approached a task in a certain way and to provide them with more opportunities to demonstrate the distinction criteria which may require them to justify or explain their thinking.

The practical assessment - mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment and Highfield recommends that the apprentice experiences a mock practical assessment in advance of the end-point assessment. The training provider/employer will have the opportunity to give feedback on any areas for improvement.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock practical assessment should take place in a real workplace, or a realistic simulation if the real workplace does not present all the required assessment opportunities.
- the participation of other personnel to play the parts of customers, team members etc.:
 - it is strongly recommended that the mock practical assessment has been practiced beforehand and all personnel involved are properly briefed on their roles
 - the roles should provide the opportunity for the apprentice to demonstrate both the 'pass' level and the 'distinction' level criteria.
- a minimum 1-hour time slot should be available, this allows for a complete mock practical assessment, if it is intended to be a complete mock practical assessment covering all relevant standards. However, this time may be split up to allow for progressive learning.
- consider a video recording of the mock assessment and allow it to be observed by other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience.
- mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.

The assessor may ask questions or prompts during the practical assessment. These should be open questions such as:

- can you tell me why you chose that piece of equipment for this task?
- can you tell me why you decided on that process?
- can you tell me why you chose those materials?

Practical assessment criteria

During the practical assessment, the following standards should be evidenced. Apprentices should prepare for the practical assessment by considering how the criteria can be met. In order to achieve a pass, all pass criteria must be achieved. In order to achieve a distinction, all pass criteria **and** all of the distinction criteria must be achieved.

Supply chain operator - core	
<p>Establish a good rapport with customers/colleagues; promote the values of the organisation in all of their work; identify and respond to or report threats to their organisation's reputation where relevant.</p> <p>Communicate effectively (using a variety of appropriate methods such as face to face, telephone, email etc.) with customers and colleagues in line with organisational standards; identify and match customer needs through provision of excellent customer service; work closely with suppliers and customers to ensure any problems, damages or anomalies are corrected.</p> <p>Demonstrate safe moving and handling of different objects, both manually and using relevant equipment; work individually and as part of a team to safely move and handle objects.</p> <p>Work well in a team; support colleagues and contribute to achieving objectives or goals.</p> <p>Seek to review, update and implement improvements to own method of working; positively take on board, and act on, feedback where relevant.</p> <p>Adapt to new technology and accept the need for change.</p> <p>Work under pressure and to agreed deadlines.</p>	<p>CS1: Be able to deliver excellent customer service</p> <p>CS2: Be able to communicate effectively with customers and colleagues in line with organisational standards</p> <p>CS3: Be able to demonstrate safe moving and handling of different objects</p> <p>CS4: Be able to work effectively in a team</p> <p>CS5: Be able to adapt to new technology</p>

Removals operative criteria

Plan and re-plan accordingly when customer needs or circumstances change.

Select, prepare and use materials appropriate to the job efficiently and in a way which reduces waste, costs and environmental impact; taking into consideration the item(s) to be moved, their current and final destinations.

Follow appropriate processes for moving, handling and packing/unpacking items; move household, office and other furniture, goods and equipment into or out of new premises, storage or preparation for transit, both domestically and internationally.

Use equipment and machinery safely; follow instructions and organisational policy in a safe and efficient manner to carry out work activities.

Prepare relevant documentation, inventories and labelling for removals jobs.

Safely and efficiently load and unload items into and from (as appropriate to role) vehicles, containers, LCL, crates and lift vans, crates and boxes; use appropriate manual handling equipment or machinery where necessary.

Safely and efficiently dismantle and/or reassemble furniture as required, including safe and efficient use of tools and equipment where relevant.

Fully comply with current appropriate rules and regulation relating to the moving and handling of items; maintain the health, safety and security of people at all times.

Use basic IT systems appropriately and in line with organisational requirements, for example using emails and the internet; bar

RS1: Be able to **plan and re-plan** for a commercial removal job

RS2: Be able to select, prepare and use materials efficiently

RS3: Be able to move and handle items safely

RS4: Be able to use machinery and equipment safely

RS5: Be able to prepare **documentation** for removals jobs

RS6: Be able to load and unload items safely and efficiently

RS7: Be able to dismantle and/or reassemble furniture safely and efficiently

RS8: Be able to use basic **IT** systems

Removals operative criteria

coding systems; records, checks and maintains data appropriate to the task.	
---	--

Distinction criteria

- D1:** Go **above and beyond** what is expected of their role, for example, demonstration of particularly fast, efficient and new ways of working and improved ways of working
- D2:** Demonstrate **originality** in the consistent, effective application of technical processes, resources, techniques and materials
- D3:** Complete tasks independently to a level that far exceeds the minimum standard with few or no errors
- D4:** Select and use appropriate skills and processes, **justifying their choices**
- D5:** Be able to challenge where appropriate and identify solutions rather than just problems or issues.

[Click here to return to contents](#)